



THE ROAD AHEAD

A Snapshot of A-G Implementation within
the Los Angeles Unified School District

JUNE 2013

UCLA's Institute for Democracy, Education, and Access
The Alliance for a Better Community

A-G

WHAT IS A-G?

“A-G” is a series of college-preparatory courses California high school students must complete to be eligible for admission to either a California State University or University of California campus. They are grouped into seven subject areas—History/Social Science, English, Mathematics, Laboratory Science, Foreign Language, Visual and Performing Arts and Electives and organized from the letter “A” through “G.”

The courses are:

A	History/Social Science	2 years*
B	English	4 years
C	Mathematics	3 years
D	Laboratory Science	2 years*
E	Foreign Language	2 years
F	Visual and Performing Arts	1 year
G	College-Prep Elective	1 year

Students are required to take and pass a minimum 15 yearlong (or 30 semesters) courses with a grade of ‘C’ or better to be eligible for CSU/UC admission. In the Los Angeles Unified School District, beginning with the Class of 2016, students must pass A-G with a grade of ‘D’ or better to graduate. (Beginning with the Class of 2017, LAUSD students must pass A-G with a grade of ‘C’ or better to graduate.)

*There are differences between UC and CSU requirements for these subject areas. For CSU, the student can complete a course from the “g” subject area to complete the requirement. For UC admission purposes, the student must complete courses from either the “a” or “d” subject area.



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On June 14, 2005, the Board of Education of the Los Angeles Unified School District (LAUSD) approved the *Resolution to Create Educational Equity through the Implementation of the A-G Course Sequence as part of the District's High School Graduation Requirement*. This resolution sought to remedy long-standing inequalities in access to college-preparatory courses across Los Angeles high schools that contributed to unequal patterns of college-going. It called for the LAUSD to: a) implement a rigorous and relevant college-preparatory curriculum for all students entering the 9th grade; b) align the k-12 curriculum to this new goal; and c) provide learning supports across all grades to ensure that students are prepared to enter and master the A-G course sequence.

Made possible through the collaborative efforts of the LAUSD, the United Way of Greater Los Angeles, the Alliance for a Better Community, and UCLA's Institute for Democracy, Education, and Access (IDEA), this report sheds light on the District's progress towards graduating students with successful completion of the A-G requirement. Using 2010-11 school-level data, this report examines the impact of current implementation efforts and the District's commitment to equitable access to and completion of A-G. In particular, we report:

- The percentage of 9th graders in 2007-08, who graduated having successfully completed the A-G sequence four years later district-wide.
- The district-wide A-G completion rates for identified subgroups, including Latinos, African Americans, and English learners.
- The high schools that promote A-G completion rates (for all students and/or particular subgroups of students) above the district average.
- The characteristics of high schools with A-G completion rates above district average.
- The percentage of LAUSD students, grades 9-12, who received a grade of 'C' or better in A-G courses.
- The percentage of students, grades 9-12, who successfully completed the math and science A-G requirements.

This report is timely since the Class of 2016—the first class subject to the A-G graduation requirement—completed its freshman year this spring. The graduating Class of 2016 must pass A-G courses with a grade of ‘D’ or better to graduate. (Beginning with the Class of 2017, students must pass A-G courses with a grade of ‘C’ or better to graduate.) Graduation requirements for the Class of 2011 did not include A-G course completion. As such, the findings do not represent expected outcomes for the Class of 2016, but rather a snapshot of the District’s progress towards meeting this goal. Further, by identifying high schools that promote high rates of A-G completion, we can set the stage for additional investigation that delves into the effective structures, conditions, and practices that ensure all students graduate with the requisite skills, knowledge, and abilities to access and succeed in California’s four-year public universities.

About the LAUSD

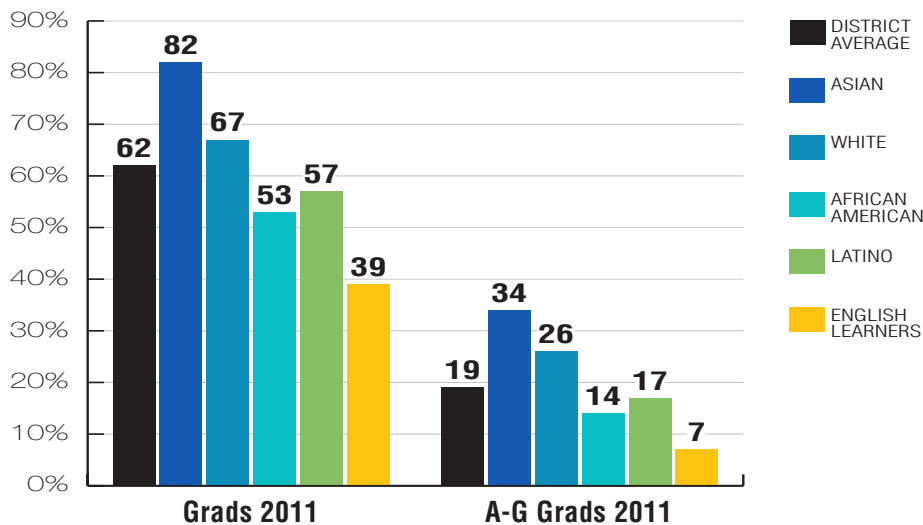
In 2010-11, LAUSD served 206,757 high school students, grades 9-12. Approximately three-quarters (73%) of LAUSD high school students were identified as Latino, 10% African American, 8% white, and 4% Asian. In the same year, approximately 20% of high school students were identified as English learners.¹

This report is based on school-level data provided by LAUSD. Data used include A-G course grades, on-track status, graduation rates, and school demographics.² Schools that were missing data, such as those without demographic or incomplete A-G outcome data, were excluded from the analysis.³

A-G Completion Rates

Sixty-two percent of students who began their freshmen year in the fall of 2007 graduated from LAUSD four years later. Nineteen percent graduated with the successful completion of the A-G course sequence (with a grade of ‘C’ or better).⁴ As shown in **Figure 1**, Latinos and African Americans, who began their freshmen year in the fall of 2007, had lower overall graduation rates and lower A-G completion rates compared to the District average and their white and Asian counterparts. In 2011, less than 40% of the District’s English learners graduated in four years, and 7% graduated with successful A-G completion.

Figure 1
LAUSD Graduation and A-G Completion Rates, 2011





LAUSD Top Quartile High Schools

We sorted LAUSD high schools into four groups based on their A-G completion rates with the top quartile having the highest A-G completion rates in the District and above District average. Table 1 lists LAUSD high schools in the top quartile of A-G completion rates. Each of the schools listed graduate at least one-quarter of their students A-G eligible. As Table 1 demonstrates, the A-G completion rates for even the top performing schools in the District leave room for improvement—only two schools listed graduated more than half of their freshmen class with the successful completion of the A-G course sequence four years later.

Many of the schools listed serve a population that is 90% or more African American, Latino, and American Indian. (These students are considered underrepresented minorities (URM) in the University of California system.) As these data demonstrate, some LAUSD high schools are doing a better job than others in preparing underrepresented minorities for college and career. For example, 55% of 9th graders at Middle College High School graduated having successfully completed the A-G course sequence four years later; 44% of Foshay Learning Center's 9th grade cohort graduated A-G eligible. (See case study for a discussion of Foshay Learning Center.)

Very few high schools in the top quartile for A-G completion serve large numbers of English learners (EL). On average, across LAUSD high schools, 20% of the student body is identified as EL. As noted in Table 1, most of the schools in the top quartile for A-G completion serve less than the district average of EL students, with Los Angeles School of Global Studies, Elizabeth Learning Center, South Gate Senior High, Maywood Academy Senior High, and Marshall Senior High as the exceptions. (See case study for a discussion of the Los Angeles School of Global Studies.) Indeed, in 2010-11, approximately 26% of students at Polytechnic Senior High were identified as English learners. In the same year, 35% of students who had entered the school four years earlier as 9th graders graduated with A-G. Overall, students identified as English learners in the 9th grade complete the A-G course sequence at much lower rates than their peers. Seven percent of English learners who began high school in 2007-08 graduated having successfully completed the A-G requirements four years later.

Finally, Table 1 shows that many of the schools with the highest A-G completion rates are considered small schools, enrolling less than 800 students. In the top quartile, a significant number of the schools listed are magnet schools requiring students and their families to submit an application to the District. Five other schools (Middle College High, Foshay Learning Center, Palisades Charter Senior High, Elizabeth Learning Center, and Maywood Academy Senior High) also require an application.⁵ Los Angeles School of Global Studies is part of the Belmont Zone of Choice and students and their families select to attend one of 17 different small school options. Polytechnic, South Gate, and Marshall are comprehensive high schools, offering students access to a number of small learning communities.



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Table 1
LAUSD A-G Completion Rates and School Demographics, Top 25% High Schools, 2011*

School**	A-G Completion Rate	School Enrollment (9-12)	More than 20% English Learners	Underrepresented Minorities (URM) 90-100%	URM 50-89%	URM 0-49%
Los Angeles Center for Enriched Studies Mag	64%	857				X
Middle College HS	55%	381		X		
Foshay LC	44%	631		X		
Bravo Med Mag	43%	1,837			X	
Palisades Charter SH	40%	2,773				X
Sherman Oakes Center for Enriched Studies Mag	39%	930				X
King-Drew Med Mag	39%	1,522		X		
Polytechnic SH	35%	2,918	X	X		
Orthopaedic Hosp Mag	35%	815		X		
Los Angeles Global Studies	33%	349	X***	X		
Valley Altern Mag	32%	192				X
Pearl Journalism/Comm Mag	31%	296			X	
Elizabeth LC	31%	731	X***	X		
El Camino Real SH	31%	3,352				X
South Gate SH	30%	3,252	X	X		
32 nd /USC Performing Arts Mag	29%	299		X***		
Maywood Academy SH	29%	1,250	X***	X		
Marshall SH	27%	3,257	X***		X	

* School demographics reported cover a four-year period, beginning in 2007-08 to 2010-11.

** Excludes schools that did not have four years of data or were continuation, community or other special schools. New Tech SH @ Jordan did not exist past 2010 and was excluded from the analysis.

*** Demographics of the following schools changed from year-to-year. In 2008 and 2009, 32nd/USC went from 86% Underrepresented Minorities (URM) to 90% URM. Los Angeles Global Studies, Pearl Journalism/Comm Magnet, Maywood Academy SH and Marshall SH served a population of English Learners exceeding 20% in 2007-08 and 2008-09. Population of ELs decreased to less than 20% in 2009-10, and 2010-11.



What is On-Track A-G Completion?

According to LAUSD, students are defined as on-track for A-G when they successfully complete the following A-G courses by the end of each grade level:

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
A History/Social Science			1	2
B English	1	2	3	4
C Mathematics	1	2	3	3
D Laboratory Science			1	2
E Foreign Language			1	2
F Visual and Performing Arts				1
G College Prep Elective	1	3	2	1
Total	3	7	11	15

On-Track A-G Completion

The number of LAUSD high school students on track to complete the A-G requirements has increased since 2008. In 2011, approximately 38% of all 9th graders were on track to complete A-G, up from 33% in 2008. On track to graduate A-G eligible means that students have successfully completed a set number of A-G courses by the end of each grade level.

Table 2 shows that a greater percentage of students across all grade levels and across all sub-groups in 2011 were on track to complete the A-G requirements than students in 2008.

Table 2
A-G On-Track Status by Ethnicity and Year

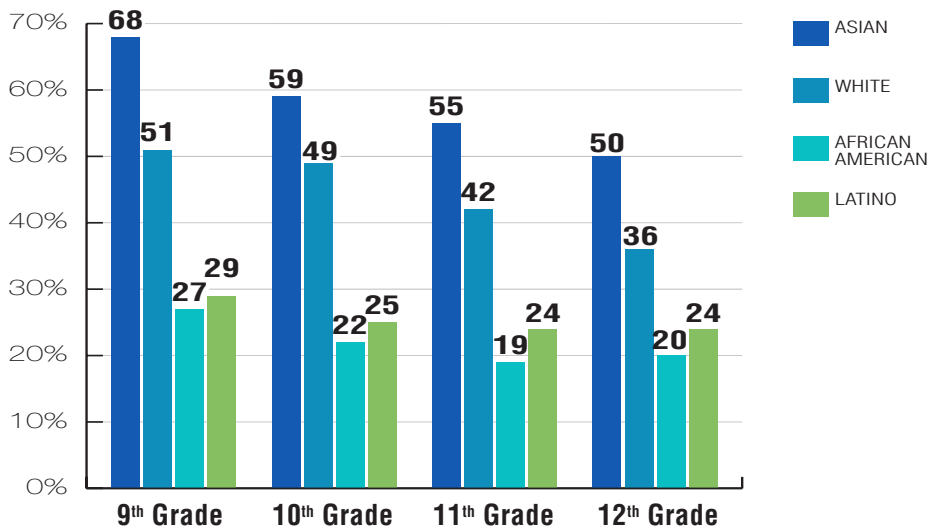
	Asian	White	African American	Latino	English Learner
2008	58%	45%	21%	24%	9%
2009	57%	46%	22%	26%	9%
2010	59%	47%	23%	27%	9%
2011	61%	48%	24%	29%	10%



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Students who fall off track to complete the A-G requirements do so early on. **Figure 2** demonstrates that African American and Latino students are more likely than their Asian and white counterparts to fall off track early on. Beginning in the 9th grade, almost one in four African American or Latino students are on track to complete the A-G requirements. In comparison, half of all white students are on track in 9th grade, and two-thirds of Asian students are on track to complete the A-G requirements. African American and Latino students who do not fall off track early on are likely to remain on track and graduate with the successful completion of the A-G requirements.

Figure 2
A-G On-Track Status, by Grade and Ethnicity/Race, Graduating Class of 2011



A-G Completion by Subject Area, District-wide

In 2011, 68% of all LAUSD high school students (grades 9-12) successfully passed the A-G classes they were enrolled in with a grade of ‘C’ or better, a slight increase compared to 65% students in 2008. Although only a slight gain, this increase to 68% occurred as a greater number of high school students were enrolled in A-G courses in 2011 versus 2008.⁶ Furthermore, this increase occurred as the District experienced a devastating budget crisis, resulting in increased class size and the elimination of critical instructional supports (e.g., summer school).

As shown in **Table 3**, across the District, African Americans and Latinos are lagging behind their Asian and white counterparts with regard to subject area completion rates. Completion rates for English learners are significantly lower than the District average for each subject area.

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Table 3
A-G Subject Area Average Completion Rates, 2011*

A-G Subject Area	District**	Asian	White	African American	Latino	English Learner
A: History/Social Science	70%	90%	82%	69%	68%	52%
B: English	69%	89%	82%	69%	67%	53%
C: Mathematics	57%	82%	71%	55%	54%	39%
D: Laboratory Science	64%	88%	80%	62%	61%	44%
E: Language other than English	74%	89%	81%	65%	74%	59%
F: Visual & Performing Arts	83%	93%	89%	81%	81%	71%
G: College Prep Elective	72%	91%	83%	72%	70%	55%

* Completion rates calculated based on successful completion of course (grade of 'C' or better).

** Calculations exclude community day schools, continuation, occupational, and special education centers.

Schools across the district vary with regard to their ability to ensure students pass each of the subject areas successfully. Below, we take a closer look at the two subject areas with the lowest completion rates —math and science—and identify LAUSD high schools where students are satisfying these particular A-G subject area requirements at rates higher than the District average.

Successful Math Completion

In 2011, approximately 57% of LAUSD high school students (grades 9-12) successfully passed a math course that satisfied the C requirement. As **Figure 3** shows, passage rates in the C requirement have slightly but steadily improved since 2008, when 53% of high school students passed the requirement.

Figure 3
Math (C) Requirement Grades by Year

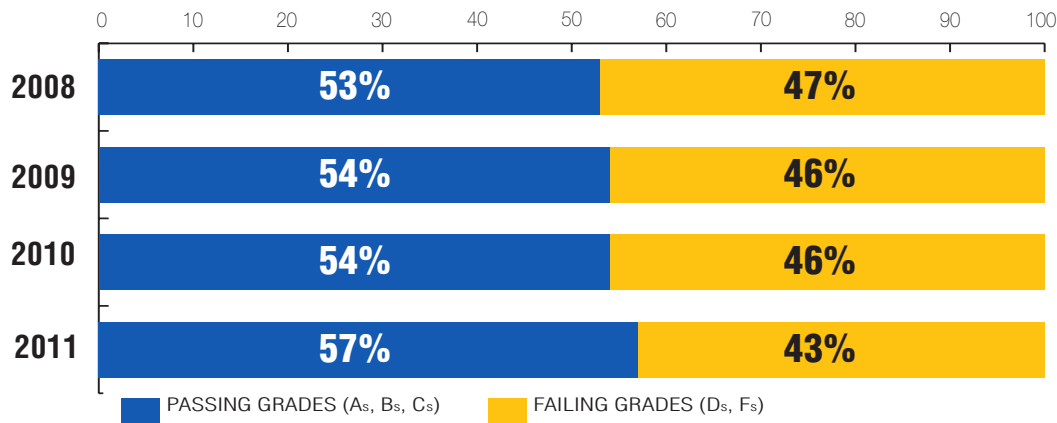


Table 4 highlights high schools in which at least 63% of students receive a ‘C’ or better in math classes. These schools are in the top quartile of the district for enabling A-G completion in math. Six of the schools listed serve a student body that is 20% or more English learners. A majority of the schools performing well above the District average serve high concentrations (more than 50%) of underrepresented minorities.

While few schools enrolling high percentages of English learners promote high rates of success in A-G math courses, there are some notable exceptions. The table demonstrates that Los Angeles High School for the Arts at the Robert F. Kennedy Community Schools, Polytechnic Senior High, East Los Angeles Performing Arts Academy and Humanitas Academy of Art & Technology at Torres High School all perform in the top quartile for A-G math completion. It is important for the district to explore, examine, and understand the instructional strategies, conditions, and supports that produce more successful math results at these schools.

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Table 4
Math (C) Completion Rates and Schools Characteristics, Top Quartile, 2011*

School**	Completion Rate	School Enrollment (9-12)	More than 20% English Learners	Underrepresented Minorities (URM) 90-100%	URM 50-89%	URM 0-49%
Harbor Tchr Prep Acad	92%	372			X	
32 nd /USC Performing Arts Mag	85%	299		X		
Los Angeles Center for Enriched Studies Mag	83%	857				X
Middle College HS	78%	381		X		
LA HS Arts @ RFK	78%	391	X	X		
Los Angeles Global Studies	77%	349		X		
King-Drew Med Mag	75%	1,522		X		
Bravo Med Mag	74%	1,837			X	
Elizabeth LC	73%	731		X		
Downtown Business Mag	72%	994			X	
Mendez LC Eng/Tech	71%	429	X	X		
Civitas Leadership	71%	358	X	X		
Sherman Oakes Center for Enriched Studies Mag	71%	930				X
Pearl Journalism/Comm Mag	70%	296			X	
Orthopaedic Hosp Mag	69%	815		X		
Foshay LC	69%	631		X		
STEM @ Bernstein SH	69%	517		X		
Torres ELA Perf Arts	68%	391	X	X		
Valley Altern Mag	67%	192				X
Polytechnic SH	66%	2,918	X	X		
Torres Hum/Art/Tech	66%	359	X	X		
Eagle Rock HS	65%	2,313			X	
Verdugo Hills SH	65%	1,912			X	
Cortines Sch of VPA	65%	1,293			X	

* Completion rates calculated based on successful completion of course (grade of 'C' or better).

** Excludes schools that did not have four years of data or were continuation, community, or other special schools. New Tech SH @ Jordan did not exist past 2010 and was excluded from the analysis.



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Successful Laboratory Science Completion

In 2011, approximately 64% of LAUSD high school students (grades 9-12) successfully passed a science course that satisfied the D requirement. Like other subject areas, passage rates in the science requirement have improved slightly since 2008, when 62% of high school students passed the requirement. (See Figure 4.)

Figure 4
Science (D) Requirement Grades by Year

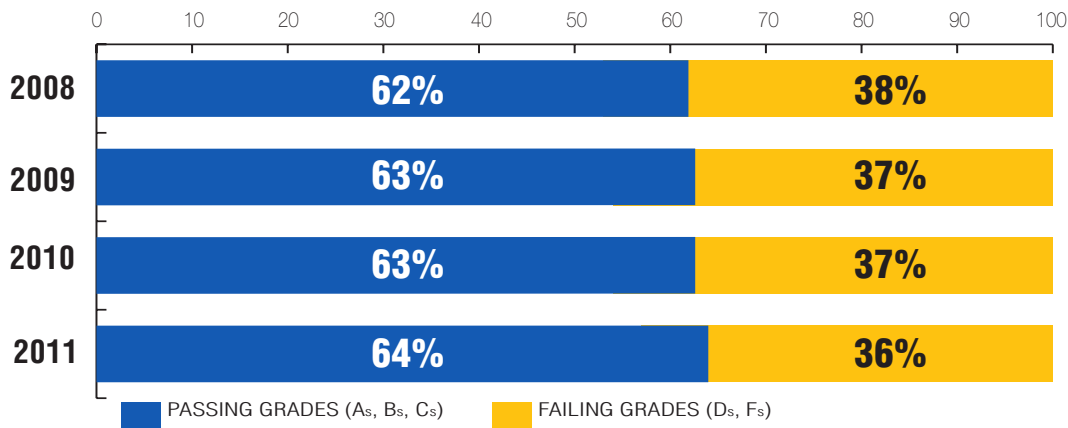


Table 5 highlights high schools in which at least 71% of students are successfully passing the D requirement. These schools are in the top quartile of the District. While few of the top quartile schools enroll a high concentration of underrepresented minorities (90-100%) or English learners (more than 20%), a few such schools (for example, 32nd Street/USC Performing Arts Magnet, Foshay Learning Center, and West Adams Preparatory) yield success rates well above the District average. Again, understanding the instructional strategies, conditions, and supports provided to students at these schools is a critical next step in increasing students' success in these courses district-wide.

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Table 5
Laboratory Science (D) Completion Rates and School Characteristics, Top Quartile, 2011*

School**	Completion Rate	School Enrollment (9-12)	More than 20% English Learners	Underrepresented Minorities (URM) 90-100%	URM 50-89%	URM 0-49%
Valley Altern Mag	92%	192				X
Los Angeles Center for Enriched Studies Mag	90%	857				X
Pearl Journalism/Comm Mag	89%	296			X	
Sherman Oakes Center for Enriched Studies Mag	88%	930				X
32 nd /USC Performing Arts Mag	88%	299		X		
Harbor Tchr Prep Acd	87%	372			X	
Foshay LC	84%	631		X		
Middle College HS	83%	381		X		
Elizabeth LC	82%	731		X		
STEM @ Bernstein SH	80%	517		X		
Hamilton SH-Complex	76%	2,882			X	
Orthopaedic Hosp Mag	75%	815		X		
Downtown Business Mag	75%	994			X	
San Pedro SH	74%	2,848			X	
Cortines Sch of VPA	74%	1,293			X	
Cleveland SH	74%	3,701			X	
Van Nuys SH	73%	2,676			X	
North Hollywood SH	73%	3,020			X	
Taft SH	73%	2,483				X
Chatsworth SH	73%	2,849			X	
West Adams Prep SH	73%	2,458	X	X		
Polytechnic SH	72%	2,918	X	X		
South Gate SH	72%	3,252	X	X		
Verdugo Hills SH	71%	1,912			X	

* Completion rates calculated based on successful completion of course (grade of 'C' or better).

** Excludes schools that did not have four years of data or were continuation, community, or other special schools. New Tech SH @ Jordan did not exist past 2010 and was excluded from the analysis.



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Conclusion

Far too many students within the Los Angeles Unified School District graduate from high school without the successful completion of the necessary courses required for eligibility to California's public four-year institutions. With less than 20% of students graduating with the successful completion of A-G in 2011, there is great cause for concern. Given that LAUSD students who just completed 9th grade will be required to complete the A-G course sequence in order to receive a high school diploma, students, parents, and community members must continue to rally behind the expectation that **all** students graduate with the skills and knowledge they need to succeed in college and a 21st century career. The District must act swiftly by:

- Identifying effective strategies and practices that promote high A-G success rates.
- Providing the necessary learning supports, such as tutoring, and extended learning opportunities that enable all students to access the curriculum and succeed in the A-G course sequence.
- Providing resources that support effective practices.
- Ensuring students enter high school ready for a college-preparatory curriculum through a focus on k-8 instructional strategies and supports.
- Creating and executing an implementation plan that includes, and is shared and understood by all stakeholders.
- Ensuring policies and district-wide efforts support a comprehensive and collaborative A-G implementation plan (i.e., English Learner Master Plan, Linked Learning, Common Core State Standards).



CASE STUDY #1

L.A. School of Global Studies—Where Students Have a Name

“We have a very deep connection with every teacher here. Kids in this school don’t get left behind because you can’t hide. They know who you are and they know if you are absent. They know if something is going on. You’re noticed here.”

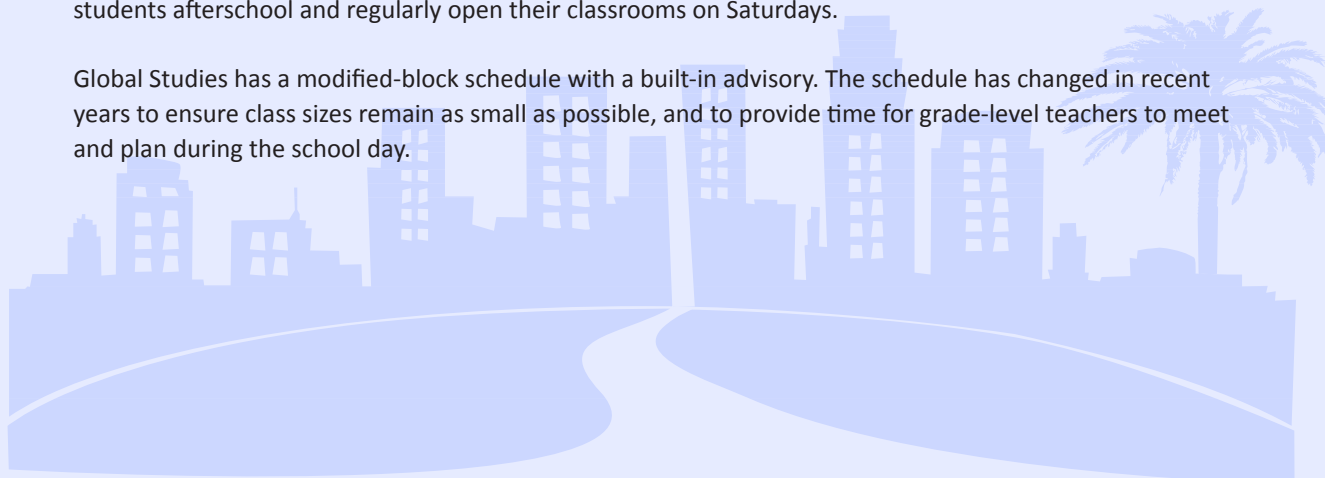
—Global Studies Student

The Los Angeles School of Global Studies, a small school located within the Belmont Zone of Choice, is known for its innovative instructional approach centered on rigorous project-based learning, team-teaching, teacher collaboration, and partnerships with businesses and the community to better support their students’ academic achievement.

In 2010-11, Global Studies served 349 students, grades 9-12. Most students were Latino or African American (93%), and in 2011, 16% were identified as English learners. In 2010-11, 82% of students who had entered as freshmen four years earlier graduated, and one-third graduated with the successful completion of A-G (grade of “C” or better). While the school works to increase the A-G completion rate, students, parents, and the administration feel the school is moving in the right direction. In particular, they attribute the school’s successes to a *strong sense of collaboration* and a *culture of high expectations*. One student shared, “I like the support students, staff, and teachers give to each other here. It’s not just between you and the counselor. Other people, like your classmates and the principal, get involved and they help you out on a personal level and school-wise.” Parents also commented on the strong sense of community established through a weekly “Coffee with the Principal,” the invitation to visit classrooms, parent-led house visits to other families, and parent-created materials that promote college- and career-readiness.

All students at Global Studies are programmatically enrolled in the A-G college-prep curriculum. Their ability to stay on course is attributed to the support and personalization they receive from their counselor and advisory teacher. Teachers are expected to work collaboratively with one another as well as with industry and community partners via rigorous interdisciplinary projects. For example, students at Global Studies are often enrolled in courses that are co-taught by a math and science teacher, fulfill both course requirements, and provide opportunities for students to apply math and science concepts through project-based learning. In 2011, more than 77% of all students successfully passed math courses that met the A-G requirement, and 65% passed a science course that met the A-G requirement. Teachers also avail themselves to work with students afterschool and regularly open their classrooms on Saturdays.

Global Studies has a modified-block schedule with a built-in advisory. The schedule has changed in recent years to ensure class sizes remain as small as possible, and to provide time for grade-level teachers to meet and plan during the school day.





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CASE STUDY #2

James A. Foshay Learning Center—Where A-G is the Norm

“A-G is so built into our schedule, we don’t notice it.”

—Foshay Student

The James A. Foshay Learning Center is a K-12 span school located in South Los Angeles. In 2010-11, the high school served approximately 630 students selected almost exclusively from its middle school via a lottery system. In 2010-11, 91% of students were Latino and 8% were African American. It is expected that students who enroll in the high school have successfully completed algebra in the 8th grade. The high school is made up of three career-focused academies—Finance, Health Careers, and Technology—that offer students a variety of college-preparatory and career-development opportunities. Students choose a career pathway based on individual interests and needs. In 2010-11, 95% of students who had entered as freshmen four years earlier graduated, and 44% graduated with the successful completion of A-G (grade of “C” or better).

Partnerships with local businesses, community college, and support organizations provide students with internship opportunities, concurrent enrollment in college courses, and necessary support services. Private and public partnerships bring rigorous classroom learning to life via project- and work-based learning opportunities. Every student is required to have a mentor and an internship prior to graduation. Students are exposed to a variety of adults who echo the importance and relevance of college preparatory coursework, both in and out of the classroom.

Interviews with administrators, teachers, parents, and students reveal that Foshay’s A-G completion rates can be attributed to a strong *college-going culture* and a *teamwork-oriented support system*. A high school student commented, “I first heard [about the A-G courses] in the 8th grade. In the 9th grade, we would have meetings and talk about A-G requirements. They even forced our parents to come to the meetings because they wanted to show our parents these were important courses we had to take in high school.” Another student shared, “When everybody is going towards a common goal it’s easier to get along with people. It’s easier to understand people because they are going through the same thing as you.” Teachers work collaboratively and come together to meet students’ needs – academic and social. A parent stated that Foshay is successful because “teachers and counselors aren’t completely focused on the academics, but are also concerned about the emotional state of the students. They take the time to talk to parents. ... It’s teamwork and it makes it much easier for the student when teachers and parents work as a team.” Moreover, teachers promote and model teamwork in their classrooms through group projects that often involve other teachers and courses. A student shared, “We try to help each other. ... It’s about caring. It’s what makes learning fun.” In 2010-11, 69% of students successfully passed a math course that satisfied the A-G requirement, and 84% successfully passed a science course that met the requirement.

As a result of budget cuts, in 2012-13 Foshay moved from a block schedule to a traditional schedule. Students and teachers both missed the longer class periods (ideal for projects, interdisciplinary team teaching and planning, and work-based learning) and were dealing with the change. Foshay Learning Center continues to search for effective strategies to ensure all of its students graduate with the successful completion of A-G, and to build off of its strong college-going culture and support system.

Endnotes

- 1 Students identified as Limited English Proficient (LEP) are considered English learners for these analyses.
- 2 We used descriptive analyses on four years of A-G outcome data from 2008 to 2011, with a focus on the cohort graduating in 2011. Non-cohort data was used to determine year-to-year trends and to identify exemplary schools.
- 3 Exclusion of schools with missing data resulted in a slight change in the demographics of the LAUSD sample used in the analyses. Seventy-five percent of the study sample was Latino (versus 73%), and 7% was Asian (versus 4%). Percentages of white and African American students remained the same. High schools excluded in these analyses were all community day schools, continuation, occupational, or special education centers. Schools not in existence all four years during the 2007-2011 cohort-year range, were also excluded from the A-G graduation rate calculations. In total, we included data for 73 out of 90 LAUSD high schools.
- 4 A-G completion rates for 2011 may underestimate the rate of completion for the following reasons:
 - a. Calculations only apply the UC rule and do not take into consideration differences between UC and CSU A-G subject area requirements. Students who may have met the History/Social Science (A) or Lab Science (D) requirements through the successful completion of an approved college prep elective (G) subject area course are not included in calculations;
 - b. Students who may have met A-G subject requirements by examination scores are not included in calculations (i.e., an Advanced Placement exam in US History, with a score of 3 or better, will meet one year of the "a" requirement);
 - c. Calculations did not include students who may have completed an advanced course (with a grade of "C" or better) in the mathematics subject area (C) or Language other than English (E) subject areas and "validated" lower-level courses that were not completed by the student. Calculations did include students who "validated" lower-level courses where a grade of "D" or "F" was earned.
- 5 As of fall 2011, El Camino Real Senior High School became a charter and began requiring student applications.
- 6 More grades were issued in A-G courses in 2011, compared to 2008, while high school student enrollment decreased.



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Marisa Saunders and Bryan Ventura, UCLA IDEA
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ICLA | IDEA

UCLA's Institute for Democracy, Education, and Access is a research institute seeking to understand and challenge pervasive racial and social class inequalities in education.

Alliance 
for A Better
Community

The Alliance for a Better Community (ABC) promotes equity for Latinos in education, health, and civic engagement for the betterment of the Los Angeles region.



Made possible by the generous support of the United Way of Greater Los Angeles.